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The Harvard-Yale-Columbia Intensive Summer Studies Program (ISSP) was established in 1965 to prepare students from predominantly black and selected southern white colleges for graduate study in the arts and sciences, law, medicine, and related fields. In 1966, 59% and in 1967, 71% of the ISSP class went on to graduate school. The original plan involved 8 weeks of intensive post-baccalaureate training but in 1968 it was modified to include students who had completed their sophomore and junior years, and to add an 8-week faculty audit program for Negro college professors wishing to strengthen their educational and teaching abilities. Repeated involvement in ISSP appears to be the most effective and least expensive means of developing teachers and administrators qualified for appointment at white institutions who may also return to strengthen predominantly black colleges. ISSP, essentially a stop-gap effort, is funded by the Carnegie Corporation and the Ford Foundation, but massive federal support is required for similar programs since many foundations lack enough money for and interest in establishing them. The black academic community wants to join in the control, teaching and sponsorship of programs such as ISSP. Integration of graduate school staffs, 91% of which are currently white, would help to establish fruitful relationships between black and white professors and institutions as well as create environments that would benefit disadvantaged students both academically and psychologically. (WM)

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PANEL PAPER : THE DISADVANTAGED STUDENT IN GRADUATE SCHOOL

THE HARVARD-YALE-COLUMBIA INTENSIVE SUMMER STUDIES PROGRAM

by

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Delivered at the Eighth Annual Meeting of The Council of Graduate Schools in the United States.

San Francisco

December 5, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE HARVARD-YALE-COLUMBIA INTENSIVE SUMMER STUDIES PROGRAM

I propose to divide my presentation into two parts: first, a description of the Harvard-Yale-Columbia Intensive Summer Studies Program, better known as ISSP; and second, some briefer comments about this kind of venture when viewed from various perspectives. Thus, the first part may be of interest to those who simply wish to know what ISSP is, what it does, and how it may be of service to graduate and professional schools. The second part is intended more for those interested in some of the problems that institutions like ours face when conducting graduate-oriented programs for students from developing institutions.

I

1. Background.

In December 1965, President Kingman Brewster, Jr. proposed, on behalf of Harvard, Yale, and Columbia Universities, the establishment of an Intensive Summer Studies Program with a two-fold objective. One purpose of the program was to recruit and prepare students from predominantly black and selected white colleges for graduate study in the arts and sciences, law, medicine, and related fields. The other purpose was to serve the national interest by strengthening the quality of education at our predominantly black institutions. The plan for such a program arose in response to some basic problems facing institutions like ours throughout the nation. It has been our conviction that an effective program responding to these needs benefits both the students from developing institutions as well as our own and similarly situated graduate programs. After recently reviewing the work of the past three years we are convinced that stop-gap programs like ISSP will be needed until such time as there exists a much larger number of well-qualified black scholars and teachers

not only in predominantly black institutions, but in predominantly white institutions as well. We believe that at this stage in their development most students from even the best black institutions not only need additional academic preparation for graduate school, but they also require prior to commencing graduate school some exposure to the cultural climate of predominantly white campuses. Furthermore, and of perhaps equal importance, they need time to develop confidence in their ability to meet successfully the challenges which graduate and professional training at our nation's best institutions pose for them.

After careful consideration of alternative methods of achieving this goal, we are certain that summer programs of the kind conducted by ISSP are the most effective and least expensive means to achieve these objectives. We are not persuaded, for example, that a post-baccalaureate year as "special students" can accomplish as much toward these ends as sequential involvement during undergraduate education in summer programs of the kind conducted by ISSP. We also do not feel that a concentration of limited funds in graduate fellowships is a wise investment unless some of the fundamental academic and human needs of these students are faced well in advance of their commencing graduate study. It seems clear to us that no amount of fellowship funds specially earmarked for black students will be adequate to support the number of those requiring training, and that in fact to get the most leverage from philanthropic dollars it is wiser to prepare black applicants who can compete with white applicants for a share of the none-earmarked funds. Furthermore, even if this is not the case, no amount of earmarked funds will be useful unless there are available well-trained candidates to utilize them.

Repeated involvement in the Intensive Summer Studies Program together with the counsel and written recommendations of Harvard, Yale, Columbia faculty members, constitutes, on the basis of our experience, one of the most effective instruments for achieving these ends and it doesn't add an extra year to the

student's educational burden. Directly and indirectly, it is clear that the participation of Harvard, Yale, Columbia staff in these programs has begun to sensitize our own faculties and professional schools, particularly those in the arts and sciences, to their responsibilities and opportunities in these areas. In this connection, it should be noted that law and medical faculties are currently probably more aggressive and imaginative in facing their obligations in this area than is true in the arts and sciences. Given this fluid situation we are focussing our attention mainly on opening graduate school admission doors in the arts and sciences for black students not only at our institutions but throughout the nation.

We are also aware that there have been dramatic changes within the black community since 1965 when ISSP was first created, especially in those areas related to cooperation with the white community or the so-called "Establishment." For example, the matter of co-sponsorship and participatory control of ISSP with black institutions was discussed at length at our recent Administrative Committee meeting. While we did not think it possible or desirable to alter the basic character of ISSP at this time, we are nevertheless deeply concerned that ISSP attract and meet the needs of the very best students representing the entire ideological spectrum within the black community. We hope this fall, for example, to meet a number of these needs by involving ISSP students and faculty more directly in our recruitment efforts and to draw into our deliberations the faculties and administrations of black institutions. Their presence and counsel will also be sought at our fall regional conferences which help plan the summer program.

We believe that there would result from the opening of such educational opportunities several important benefits. We would be developing a pool of well-trained potential teachers and administrators more likely than any other persons to return to the Negro institutions. We would be increasing the supply of scholars realistically available for appointment to the faculties of

predominantly black and white institutions of higher education. We would be establishing important and productive relationships between white and black colleges and universities: cooperation in a host of ways. Not least important, we would be opening to qualified students the most appropriate means of developing their talent.

2. The History of ISSP: 1966-1968.

A. The 1966 Summer Program.

In 1966, Yale University received an initial grant of $180,000 from the Carnegie Corporation of New York to support a program for post-juniors at Harvard, Yale, and Columbia. Nominations of candidates were solicited from the faculties of sixty-two colleges, of which fifty-four decided to participate. A coordinator at each college, appointed by its president, served as liaison with the ISSP to screen applicants. A total of three hundred and sixty-seven students were nominated and each submitted a formal application blank, three letters of recommendation, transcripts of college work, a writing sample, and a statement of educational aims. All of the candidates were then interviewed at their colleges by representatives of the faculties and administrations of Harvard, Yale, and Columbia. Finally, graduate admissions officials at the sponsoring schools reviewed the material and selected one hundred and eight students, ninety-five black and thirteen white. Our original proposal contained provision for including in the program students from selected southern white colleges in order that the program might be racially integrated. White participants were expected to derive the same benefits from the program as were the black students. Nine students in the natural sciences were selected by Harvard for a special program similar to ISSP. Fifty-nine percent (59%) of the 1966 class either went on to graduate school or continued their preparation for graduate study. From this group, five students enrolled at Harvard, Yale, or Columbia.

Lessons learned in our first experience led to proposed modifications which were expected to increase our effectiveness in future years. For example, we soon discovered that it was impossible to accomplish what we proposed in one summer. Instructors and tutors often found themselves attempting to combine remedial training in the basic skills with an exposure to graduate material. Others found it necessary to devote an inordinate amount of time to material of an elementary nature in each discipline before they could go on to more advanced work. We were convinced by these experiences that it was essential not only that we involve students with identifiable graduate potential in the program at least as early as their post-sophomore year, but that this training be continued through their post-junior and post-senior years. The basic ISSP plan for a three-phased program: post-sophomore, post-junior, and post-senior--was developed out of this first summer's experience.

B. The 1967 Summer Program.

A partial realization of these objectives was made possible by a grant of $187,000 from the Ford Foundation to support the post-sophomore phase of our program. In the spring of 1967, the Carnegie Corporation of New York renewed its grant to support the post-junior phase.

Sixty-nine southern colleges and universities were invited to participate in the 1967 session, although only sixty-five schools were represented in the actual student body. Recruitment procedures followed the 1966 pattern with one notable exception: applicants were not restricted to those nominated by their colleges. Students were permitted to apply directly to the program. Two hundred students in the humanities, the social and natural sciences--including five students for a specially designed pre-medical program at Harvard--were selected from the more than six hundred and fifty candidates. Seventy-one percent (71%) (in contrast to 59% in 1966) of the 1967 class either went on to graduate school or continued their preparation for graduate study. From this group, fifteen (in contrast to five in 1966) enrolled at Harvard, Yale, or Columbia.

In reviewing and evaluating the 1967 session the faculty and staff realized how important it was to counsel students on selecting suitable careers and planning course offerings during their regular college years. The ISSP staff advises students about graduate programs not only at Harvard, Yale, and Columbia but at other campuses and assists them in submitting their applications by contacting the appropriate graduate administrators. Throughout the fall and winter the ISSP staff corresponds with graduate schools in order to follow the progress of participants' applications and to encourage selection committees toward a favorable decision. Although the emphasis to date has been on the preparation of students for scholarly and professional careers, we recognize that many students each year decide that they are better suited for other career options. To meet this situation we counsel students on other opportunities as the need arises. It was hoped that one of the most promising possibilities for enriching our students' programs during the regular academic year would be through the faculty summer audit program which was presented as a fourth phase of our 1968 program. The faculty audit program enables participating schools in the south to take the initiative in developing and enriching their own educational standards with a minimum of interference in their internal affairs by Harvard, Yale, or Columbia personnel.

C. The 1968 Summer Program.

This was the first year that ISSP was able to mount a comprehensive program consisting of the post-sophomore, post-junior, and post-senior student phases and the faculty summer audit phase. The 1968 post-junior phase was funded for the third time through a final grant of $200,000 from the Carnegie Corporation. A two-year Ford Foundation grant of $500,000 funded the post-sophomore, post-senior, and faculty-audit phases. Approximately $160,000 remains from this grant toward the 1969 session. Two hundred twenty students were enrolled in the 1968 program. Included in the post-junior group were sixty-four students who were accepted from seventy-five applicants from the

previous summer's post-sophomore phase. In addition, fifty faculty members from ISSP institutions participated in the faculty audit program.

D. The 1969 Summer Program.

THE POST-SOPHOMORE PHASE: One hundred students completing their sophomore year will attend our eight-week session of intensive study in the humanities, social and natural sciences. The purpose of this phase is the early identification of graduate potential and the development of the basic skills requisite for graduate study. Students in natural science will participate in specially designed institutes conducted jointly by faculty members and advanced graduate students. Those in social science and the humanities will elect one basic course from among the regular summer offerings at either Harvard or Columbia and also participate in a small seminar designed for ISSP students. Wherever possible material relevant to a student's background and interests will be used to introduce a discipline.

Selection for the program will be made on the basis of a formal application that includes samples of written work and faculty recommendations. All applicants for this and all other phases of ISSP will be interviewed at their campus by an ISSP team or representative.

THE POST-JUNIOR PHASE: One hundred students completing their junior year will be selected to attend an eight-week session of intensive study in the humanities, social and natural sciences. The purpose of the post-junior program is to strengthen a student's use of the skills and tools necessary for graduate study. Depending upon the discipline all of the program for post-juniors will take place either in small seminars or in laboratory institutes conducted by faculty members assisted by senior graduate assistants. These seminars will attempt, wherever possible, to employ graduate standards of analysis, research, and interpretation. Only those students with recognized promise will be selected from among the previous year's post-sophomore applicants. In 1968 sixty-four out of seventy-five applicants from the previous year's post-

sophomore group were invited to participate in the post-junior program. The remainder of the post-junior group is selected from new applicants to the program who did not or were unable to participate in the post-sophomore program. The same rigorous standards of selection as are used for the post-sophomore phase will be employed for the post-junior phase.

THE POST-SENIOR PHASE: The phase will be limited to twenty-five previous ISSP participants who need the summer to overcome recognized deficiencies in their academic preparation for graduate school. The availability of this opportunity may determine not only how well a student will do in graduate school but in a majority of cases, whether or not he will even be permitted to enroll for graduate study. Most of these students will probably enroll in regular summer courses at Harvard or Columbia. Each participant will be provided with an academic adviser by ISSP during his course of study.

THE VISITING FACULTY PHASE (formerly known as the Faculty Audit Program): This phase is open to fifty faculty members from among participating ISSP institutions. The purpose of the faculty program is to strengthen the quality of education at predominantly black schools by providing faculty members with an opportunity to improve their scholarly and teaching backgrounds during an eight-week period. Participants may either audit (in certain cases, take for credit) graduate courses or they may choose to engage in a program of independent research. The program's coordinator discusses with each participant the resources available to him and assists him in arranging conferences with resident faculty members in the participant's field of interest. Weekly colloquia devoted to topics chosen by the participants are conducted at each campus for the entire group. In other informal communications the ISSP staff acquires valuable information about a variety of matters that is useful in student recruitment, education, and follow-up. The returns on an investment in the faculty program seem to us quite high, since we will be aiding individual faculty members, affecting the general quality of education at each campus, assisting ISSP and other gifted students at these

campuses, and lastly, providing the ISSP staff with detailed information that will benefit all phases of our operation. Our plans for 1969 include provisions for an additional seventy-five faculty members who, hopefully, will participate in three HEW financed faculty summer institutes in Sociology and Social Psychology, Physics, and Space Science at Harvard and Columbia.

3. Administrative Arrangements.

The ISSP staff consists of a Director of professorial rank from one of the three sponsoring institutions; an Associate Director who supervises the administration of the program; two part-time Assistant Directors in charge of finances and an ISSP Newsletter; and two secretaries. In addition to the administrative staff there is a campus Coordinator for each program at Harvard, Yale, and Columbia, who is responsible to the Director for staff recruitment and the coordination of the program at each institution.

The Director is responsible to the Executive Committee which is composed of an administrative officer from Harvard, Yale, and Columbia as well as the former Director who is a member of the Yale faculty. The Director usually meets twice yearly with the Administrative Committee, which consists of the Provosts and Deans of Faculties of the three sponsoring institutions, together with members of the Executive Committee. The administrative and fiscal arrangements for ISSP are determined by the Administrative Committee and implemented by the Director and his staff.

II

In the time remaining I would like to move from a description of ISSP to some considerations and problems that one inevitably encounters when involved in this kind of venture.

Funding is perhaps the most serious problem faced by those engaged in what are essentially service programs. ISSP and programs similar to ours spend about $2000.00 per student per summer. This includes an outright grant of

$500.00 in lieu of summer earnings. Our 1968 budget was in the neighborhood of $600,000. As most of you are aware there are only about a dozen foundations that have the funds, as well as the interest, in ventures of this kind. A number of these are primarily interested in seeding programs or expect some kind of matching fund arrangement with the sponsoring institutions. Others expect the institutions to assume the entire financial burden once the program has proven its effectiveness. Unfortunately, even institutions like Harvard, Yale, and Columbia are presently unable to make extensive commitments to programs that fall largely in the service category, especially if the services performed are of benefit to a host of graduate schools and not simply to the sponsors themselves. Then there is the additional problem of the current philosophy among foundations with respect to summer programs. As was pointed out earlier some minimize the significance of a series of eight-week pre-baccalaureate experiences and prefer to focus on making available large numbers of graduate fellowships and loans for our students.

In this connection, unfortunately, federal funds of the kind outlined in the Higher Education Amendments of 1968 under SSDS--Special Services for Disadvantaged Students--will not be available for programs like ours until 1970. The projected five million in SSDS funds will naturally be most welcome at that time.

Another problem related to funding is the degree of priority and attention that any program sponsored by a consortium of institutions receives. In this kind of situation matters bearing upon funding, coordination, staffing, and programming present countless administrative headaches. It can be argued, with considerable persuasiveness, that these difficulties are offset by the varied possibilities available to participants over a number of summers of involvement. Certainly, a summer spent at Harvard, Yale, and Columbia provides unique and varied opportunities for exploring and equipping oneself for graduate study.

In my introductory remarks I referred briefly to the problem arising out of the fact that most graduate schools are presently ninety-nine percent white at a time when pride in being black involves a host of attitudes--particularly toward involvement with predominantly white institutions like Harvard, Yale, and Columbia. There exists currently in many sectors of the black academic community a sense of urgency about the need for the black community's sharing in the sponsorship, control, and instruction in programs like ISSP. It is argued that the best black scholars should teach side by side with their white counterparts. It is said that only in this kind of situation can all black students from the widest ideological spectrum best develop their academic potential and personal confidence. Locate, some say, part of programs like ISSP on the best black campuses and invite white scholars to these programs. In connection with this is the concern shared by many foundation representatives--namely, that more private funds be poured directly and indirectly into black institutions rather than into the existing white schools. Only in this way, it is argued, can black institutions eventually establish themselves as competing and recognized centers of learning. On the basis of our own experience since 1966 I can only repeat what is being said everywhere in academia today--be flexible and realistically responsive to the trends of the times.

I would urge those of you interested in this area of endeavor not to underestimate the very positive effect upon one's own faculties and staff as a result of involvement in a program of this kind. There is probably no better way of opening graduate admission doors in our nation's finest institutions of learning than to have your faculty recruit, teach, and spend a summer in this kind of venture. From personal experience I think it fair to say that this kind of involvement benefits the helper and his institutions probably more than the individual he is attempting to assist.

Lastly, I must repeat that programs like ISSP are stop-gap, finger-in-the-dike approaches to a national problem that only massive federal funding can help

solve. When you realize that it has been estimated that $12.5 million dollars is needed to correct the annual shortage just of qualified black lawyers, one gets some idea of the enormity of the problem we face. The Harvard-Yale-Columbia Intensive Summer Studies Program is therefore but one very modest and indeed vigorous but frail attempt to overcome the inequities and injustices of time and history by three institutions that I believe are beginning also to look upon themselves in this area as developing institutions.